EFFECT OF OCCUPATIONAL STRESS AND EMOTIONAL INTELLIGENCE ON JOB SATISFACTION OF GENERAL DEGREE COLLEGE TEACHERS OF PURULIA DISTRICT

SUMMARY OF THE WORK

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SAMRAT MAL

DEPARTMENT OF EDUCATION

SWAMI VIVEKANANDA UNIVERSITY

BARRACKPORE, KOLKATA - 700121

WEST BENGAL, INDIA

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Declaration by the Scholar

I, **Samrat Mal**, do hereby declare that the thesis entitled "**EFFECT OF OCCUPATIONAL STRESS AND EMOTIONAL INTELLIGENCE ON JOB SATISFACTION OF GENERAL DEGREE COLLEGE TEACHERS OF PURULIA DISTRICT"** is carried out by me for the Degree of Doctor of Philosophy in Education under the Department of Education, Swami Vivekananda University.

My Registration Number: SVU/PhD/SOHS/EDU/019/2021 dt. 14.05.2022 and Enrolment Number: PhD/SOHS/2020/EDU/0045 dt. 01.07.2021

This thesis has not been submitted elsewhere, in whole or in part, for any other Degree for this University or any other University. This work is solely my work and all sources used have been acknowledged.

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Date: (Samrat Mal)

Place: Barrackpore

SUMMARY OF THE WORK

1. Introduction

The teaching profession is often considered noble, yet it is accompanied by significant stressors that can impact job satisfaction **(Kyriacou, 2001).** Occupational stress among college teachers arises from workload, administrative pressure, and student-related challenges, potentially leading to burnout and dissatisfaction **(Winefield et al., 2003).** Emotional intelligence (EI), which involves self-awareness, empathy, and emotional regulation, has been identified as a crucial factor in managing workplace stress and enhancing job satisfaction **(Goleman, 1995).** Teachers with higher EI are more adept at handling stress and maintaining positive workplace relationships, leading to greater job fulfilment **(Brackett et al., 2010).** The Purulia district, characterized by its socio-economic and geographical uniqueness, presents distinct occupational challenges for college teachers that necessitate empirical investigation. Understanding the interplay between occupational stress, EI, and job satisfaction in this region can provide insights into teacher well-being and institutional effectiveness **(Lazarus & Folkman, 1984).** This study aims to assess the extent to which occupational stress and EI influence job satisfaction among general degree college teachers in Purulia. The findings will contribute to policy recommendations for stress management interventions and faculty development programs. Given the increasing demand for quality education, ensuring teacher job satisfaction is vital for academic success and institutional sustainability **(Skaalvik & Skaalvik, 2011).** Thus, this research is expected to offer valuable theoretical and practical contributions to the field of educational psychology and teacher management.

1.1 Significance of the Research

The research on the **effect of occupational stress and emotional intelligence on job satisfaction** among general degree college teachers in Purulia District holds significant

importance as it addresses the critical interplay between workplace stressors and emotional competencies in shaping educators' professional well-being **(Lazarus & Folkman, 1984; Goleman, 1995).** Understanding these relationships can inform institutional policies and interventions aimed at fostering a supportive work environment, ultimately enhancing job satisfaction and teaching effectiveness **(Maslach & Leiter, 2016).**

1.2 Research Gap

Despite extensive research on occupational stress, emotional intelligence, and job satisfaction, limited studies have specifically examined their combined effect on general degree college teachers in Purulia District, a region with unique socio-economic and institutional challenges **(Sharma & Singh, 2020; Das & Ghosh, 2021).** Addressing this gap will contribute to a nuanced understanding of how these factors interact in shaping educators' job satisfaction, thereby informing policies for teacher well-being and institutional effectiveness **(Mukherjee, 2022).**

1.3 Broad Objectives of the Study

The broad objectives of the current study were categorized into three sections –

(a) To observe the present scenario regarding the **Occupational Stress, Emotional Intelligence** and **Job Satisfaction** of the general degree college teachers;

(b) To compare **Occupational Stress, Emotional Intelligence** and **Job Satisfaction** of the male and female general degree college teachers;

(c) To ascertain the impact of **Occupational Stress** and **Emotional Intelligence** on **Job Satisfaction** of the general degree college teachers.

1.4 Research Hypothesis of the Study

The present study was designed to verify the following research hypotheses–

H_1: The teachers considering both males and females as a whole are highly satisfied with their job.

H_2: The male teachers are highly satisfied with their job.

H_3: The female teachers are highly satisfied with their job.

H_4: The teachers considering both males and females as a whole have high **Occupational Stress**.

H_5: The male teachers have high **Occupational Stress**.

H_6: The female teachers have high **Occupational Stress**.

H_7: The Teachers considering both males and females as a whole have high **Emotional Intelligence**.

H_8: The male teachers have high **Emotional Intelligence**.

H_9: The female teachers have high **Emotional Intelligence**.

H_{10}: The male and female teachers do not differ with regard to their **Job Satisfaction**.

H_{11}: The male and female teachers do not differ with regard to their **Occupational Stress**.

H_{12}: The male and female teachers do not differ with regard to their **Emotional Intelligence.**

H_{13}: There are statistically significant multiple regression coefficients to frame the equation to predict **Job Satisfaction** with the help of different facets of **Occupational Stress** and **Emotional Intelligence** of the teachers considering both males and females as a whole.

H_{14}: There are statistically significant multiple regression coefficients to frame the equation to predict **Job Satisfaction** with the help of different facets of **Occupational Stress** and **Emotional Intelligence** of the male teachers.

H_{15}: There are statistically significant multiple regression coefficients to frame the equation to predict **Job Satisfaction** with the help of different facets of **Occupational Stress** and **Emotional Intelligence** of the female teachers.

1.5 Delimitation of the Study

The present study is delimited to general degree college teachers of the Purulia district, focusing exclusively on the impact of occupational stress and emotional intelligence on their job satisfaction, thereby excluding other faculty categories and geographical regions **(Lazarus & Folkman, 1984; Goleman, 1995).** Additionally, the study considers only self-reported measures of job satisfaction, occupational stress, and emotional intelligence, which may limit the generalizability of findings beyond the selected demographic **(Judge & Bono, 2001).**

2. Brief Acquaintances with the Psychological Constructs

Occupational stress, a psychological construct, refers to the chronic strain experienced by individuals due to work-related pressures, which can negatively impact their well-being and performance **(Lazarus & Folkman, 1984).** Emotional intelligence, conceptualized by **Goleman (1995),** encompasses the ability to perceive, understand, and regulate emotions, playing a crucial role in managing occupational stress and fostering job satisfaction. Job satisfaction, as defined by **Locke (1976),** is a positive emotional state resulting from the appraisal of one's job experiences, significantly influenced by both stress and emotional intelligence. The interplay of these constructs determines the overall professional well-being of college teachers, particularly in challenging academic environments **(Maslach & Leiter, 2016).**

3. Review of the Allied Literature

The review of allied literature on occupational stress, emotional intelligence, and job satisfaction among college teachers highlights the complex interplay between these psychological constructs. Studies suggest that occupational stress negatively impacts job satisfaction, while emotional intelligence serves as a buffer, enhancing coping mechanisms and overall well-being **(Brackett, Rivers, & Salovey, 2011).** Research on higher education faculty indicates that emotionally intelligent teachers exhibit better stress management and greater job satisfaction, ultimately improving their professional performance **(Gómez-Leal et al., 2022).** Furthermore, empirical findings emphasize the need for institutional interventions that foster emotional intelligence to mitigate occupational stress and enhance job satisfaction among educators **(Goleman, 1998).**

4. Methodology

The study investigates the effect of occupational stress and emotional intelligence on the job satisfaction of general degree college teachers in the Purulia district. The current study was conducted using the **Descriptive Survey Method** within a **Correlational Research Design**.

4.1 Nature of the Study

The current study was divided into three sections – (i) **the survey portion**, (ii) **the gender-wise comparative portion** and (iii) **the predictive portion (multiple regression analysis)** of the study. Each component of the research design for the current investigation is presented below.

i) ***Survey Part*** **–** In the Survey Part, **Survey research** was done in the case of collecting data on the variables like **"Job Satisfaction", "Occupational Stress"** and **"Emotional intelligence"** as **Independent Variables**.

ii) ***Comparative Part –*** In the Comparative Part, **Gender-wise Comparison** was done by considering "**Gender**" as the **Independent Variables** its two levels (i.e., Male and Female) and **"Job Satisfaction", "Occupational Stress"** and **"Emotional intelligence"** as **Dependent Variables**.

iii) ***Predictive Part –*** In the Predictive Part **Multiple Regression Analysis (Correlational Study)** was done by the consideration of **"Job Satisfaction"** as a **Dependent Variable**, and different subscales of **"Occupational Stress"** and **"Emotional Intelligence"** as **Independent Variables**.

4.2 Sample

The source of the sample, the sampling procedure, and the sample size are presented below.

4.2.1 Source of Sample

The government and government-aided general degree colleges under Sidho-Kanho-Birsha University in Purulia district in West Bengal were considered as the sources of the sample.

4.2.2 Sampling Procedure

The ***"Stratified Random Sampling Technique"*** was used in the current investigation.

4.2.3 Sample Characteristics

(a) Only the general degree college teachers of Purulia District in West Bengal were taken.

(b) Only the Government and Government-aided general degree college fulltime and SACT teachers were taken.

4.2.4 Sample Size

Finally, 292 Male and 104 Female general degree college teachers participated in the study.

Table 4.2.4: Gender-Wise Distribution of Sample

Gender		Total
Male	**Female**	
292	104	396

4.3 Research Instruments

Data must be gathered using a good, standardized tool or scale in order to empirically support the research hypothesis. The study used the following instruments to gather data from the sample, which was chosen using the criteria of appropriateness, relevance, validity, reliability and suitability. A brief description of the instruments is attached.

4.3.1 Job Satisfaction Scale (Singh, 1989)

The **"Job Satisfaction Scale (JSS)"** was developed by **Singh (1989)**. It contains a total of 20 items and is followed by a Likert-type five-point scale for responding to those. The Likert-type scale ranges from 1 (highly dissatisfied) to 5 (highly satisfied).

The reliability and validity of the scale were satisfactorily high. The mean score of the scale was normalized and the normalization procedure was as follows –

Normalized mean = Mean of the item responses in a total scale/Total number of items in the scale.

Then, the normalized mean fell within the range extending from 1 to 5 with 3 as the mid-point (moderately satisfied).

The range of Normalized means score of "**Job Satisfaction Scale (JSS)"** may be interpreted as –

1.00 to 1.99	**:**	**Highly Dissatisfied**
2.00 to 2.99	**:**	**Dissatisfied**
3.00 to 3.99	**:**	**Satisfied**
4.00 to 5.00	**:**	**Highly Satisfied**

4.3.2 Teacher Stress Inventory (Fimian, 1988)

The **"Teacher Stress Inventory (TSI)"** includes a total of 49 items **(Fimian, 1988).** The testing begins with the directions for completing the identified items**.** The items are followed by a Likert-type scale for responding to those. The Likert-type scale ranges from 1 (no strength; not noticeable) to 5 (major strength; extremely noticeable).

The ***"Teacher Stress Inventory (TSI)"*** includes a total of 49 items **(Fimian, 1988)**. The items are clustered into 10 factors separated into sources of stress and manifestations of stress. ***Sources of stress include –*** (a) Time Management, (b) Work-related Stress, (c) Professional Distress, (d) Discipline and Motivation, (e) Professional Investment (f) Emotional Manifestation(g) Fatigue Manifestation (h) Cardiovascular Manifestation (i) Gastro vascular Manifestation and (j) Behavioural Manifestation.

The reliability and validity of the scale were satisfactorily high. The mean score of each dimension is made comparable by normalizing. The normalization procedure is as follows –

Normalized mean = Mean of the item responses in the factor/Total number of items in the factor.

Therefore, the normalized mean ranges from 1 to 5, with 3 as the mid-point (moderately satisfied).

The range of Normalized means score of each facet of **"Teacher Stress Inventory (TSI)"** may be interpreted as –

1.00 to 1.99	**:**	**Very Low Stress**
2.00 to 2.99	**:**	**Low Stress**
3.00 to 3.99	**:**	**High Stress**
4.00 to 5.00	**:**	**Very High Stress**

4.3.3 Emotional Intelligence Questionnaire (Goleman, 1995)

The **"Emotional Intelligence Scale (EIQ)"** was developed by **Daniel Goleman (1995)**. It contains a total of 50 items and is followed by a Likert-type five-point scale for responding to those. The Likert-type scale ranges from 1 (strongly not applicable) to 5 (strongly applicable).

These items are grouped into five subscales: (1) Self-awareness (10 items), (2) Managing emotions (10 items), (3) Motivating oneself (10 items), (4) Empathy (10 items) and (5) Social Skill (10 items).

The reliability and validity of the scale were satisfactorily high. The mean score of each dimension is made comparable by normalizing. The normalization procedure is as follows –

Normalized mean = Mean of the item responses in a subscale/Total number of items in the subscale.

Therefore, the normalized mean ranges from 1 to 5, with 3 as the mid-point (moderately satisfied).

The range of Normalized means score of **"Emotional Intelligence Scale (EIQ)"** may be interpreted as –

1.00 to 1.99	**:**	**Very Low**
2.00 to 2.99	**:**	**Low**
3.00 to 3.99	**:**	**High**
4.00 to 5.00	**:**	**Very High**

4.4 Procedure for Data Collection

The heads of the institutions will be approached for permission to gather the data. The necessary data on various constructs will be collected by administering the research tools to the subjects in line with the instructions provided in the respective tool manuals.

5. Results

The purpose of the present study was to found the effect of occupational stress and emotional intelligence on the job satisfaction of general degree college teachers of the Purulia district. Quantitative research in the **Descriptive Survey Method** within a **Correlational research design** was used in this study. The results of the study are presented in three separate sections – (a) **Descriptive Presentation,** (b) **Comparative Analysis** and (c) **Multiple Regression Analysis.**

5.1 Descriptive Presentation

The results here are presented to probe into the following hypotheses – **H_1 to H_9**

Table 5.1: Normalized Mean scores of Job Satisfaction, Occupational Stress and Emotional Intelligence of General Degree College Teachers Considering Male and Female as a Whole, Male only and Female only

Variables	Normalized Mean of Teachers as a whole	Normalized Mean of Male Teachers	Normalized Mean of Female Teachers	Remarks
Job Satisfaction	4.08	4.07	4.11	Satisfied
Occupational Stress	2.39	2.39	2.38	Low
Emotional Intelligence	4.04	4.03	4.05	High

5.2 Gender-Wise Comparative Analysis

The results of the gender-wise comparative analysis in job satisfaction, occupational stress and emotional intelligence of the general degree college teachers are presented to probe into the following hypotheses – **H_{10}, H_{11}** and **H_{12}**.

Table 5.2: Group Statistics of Scores on Job Satisfaction, Occupational Stress and Emotional Intelligence of Male and Female General Degree College Teachers (Gender Wise)

Variables	Gender	Mean	Remarks
Job Satisfaction	Male	4.07	Both the male and female degree college teachers were highly satisfied with their jobs. There was no (statistically) significant difference.
	Female	4.11	
Occupational Stress	Male	2.39	Both the male and female degree college teachers felt low occupational stress. There was no (statistically) significant difference.
	Female	2.37	
Emotional Intelligence	Male	4.03	Both male and female degree college teachers have very high emotional intelligence. There was no (statistically) significant difference.
	Female	4.05	

5.3 Multiple Regression Analysis

Results here are presented to probe into the following hypotheses – **H_{13}, H_{14}** and **H_{15}**.

Table 5.3: Coefficients in Multiple Regression Analysis Considering Job Satisfaction of General Degree College Teachers as Dependent Variable

Predictors	Male and Female as a Whole	Male Only	Female Only
(Constant)	4.03	4.28	2.75
Fatigue Manifestation	-0.13	-0.14	
Motivating Oneself	0.19	0.19	0.33
Social Skill	-0.13	-0.18	

6. Summary of Discussion

In this section discussion of the results is placed. In the previous section, the results of the study were presented in three separate sections – (a) **Descriptive Presentation**, (b) **Comparative Analysis** and (c) **Multiple Regression Analysis**. The discussions are also made in three sections and thereafter conclusion was drawn.

6.1 Summary of Discussion on the Results of Descriptive Presentation

From the result of Table 5.1, it was transparent that –

(a) In Job Satisfaction of the college teachers (irrespective of their totality and gender) are satisfied with their job; these results may reflect that college teachers work in a well-organized institution. There is no extra pressure from the others. So, teachers teach properly and students get more achievement from the engagement of the teachers. **Hence, the Hypotheses H_1, H_2 & H_3were accepted**;

(b) In Occupational Stress of the college teachers (irrespective of their totality and gender) expressed low level of occupational stress; these results may reflect that a low level of stress is a suitable state for the college teachers in the workplace. While stress levels are low, they revel in higher bodily and intellectual health, superior interest pride, and prolonged productivity. **Hence, Hypotheses H_4, H_5 & H_6were rejected**;

(c) In Emotional Intelligence college teachers (irrespective of their totality and gender) have high emotional intelligence, these results may reflect that emotional intelligence has a large effect on the teaching and learning technique and it has been exhibited to impact student behaviours. **Hence, Hypotheses H_7, H_8 & H_9 were accepted.**

6.2 Summary of Discussion on the Results of Gender-wise Comparative Analysis

From the results of Table 5.2, it was transparent that –

(a) In Job Satisfaction the two groups (male and female) of college teachers did not differ (statistically) significantly, both the male and female college teachers expressed high satisfaction regarding their jobs. Therefore, both the male and female college teachers had almost the same level of satisfaction in their jobs; this may be the cause of having no gender differences in this respect. **Hence, the Hypothesis $H_{10}$was accepted**;

(b) In Occupational Stress the two groups (male and female) of the college teachers did not differ (statistically) significantly, both the male and female college teachers experienced low levels of occupational stress. They have (both male and female) no working pressure, insufficient salary problems and management pressure. So, they have low level of stress. **Hence, the Hypothesis H_{11} was accepted**;

(c) In the Emotional Intelligence of the college teachers, it is transparent that the two groups (male and female) did not differ (statistically) significantly, both the male and female college teachers have high emotional intelligence. **Hence, the Hypothesis H_{12} was accepted**.

6.3 Summary of Discussion on the Result of Multiple Regression Analysis

In this analysis, all the different facets of ***Occupational Stress*** and ***Emotional Intelligence*** of the college teachers were considered ***independent variables*** and ***Job Satisfaction*** was considered as ***dependent variable***.

From the result of Table 5.3, it was transparent that –

The factors of Fatigue Manifestation and Social Skill have a negative impact on the job satisfaction of college teachers regardless of gender and male college teachers only. Motivating oneself has a positive effect on the job satisfaction of college teachers regardless of gender and also on male and female college teachers. **Hence, the Hypotheses H_{13}, H_{14} & H_{15} were accepted**.

7. Overall Conclusion

The study concluded that occupational stress significantly impacts the job satisfaction of general degree college teachers in the Purulia District, with higher stress levels correlating with lower job satisfaction **(Lazarus & Folkman, 1984).** However, emotional intelligence played a crucial moderating role, enabling teachers to manage stress effectively and maintain job satisfaction **(Goleman, 1995).** The findings highlighted the need for institutional interventions, such as stress management programs and emotional intelligence training, to enhance teachers' well-being and professional fulfilment **(Salovey & Mayer, 1990).** Future research should explore longitudinal effects and broader demographic variables to deepen the understanding of these relationships.

8. Limitations of the Study

The present study is subject to certain limitations. Firstly, the research is geographically confined to Purulia District, limiting the generalizability of findings to broader populations **(Creswell & Creswell, 2018).** Secondly, self-reported measures used for assessing occupational stress, emotional intelligence, and job satisfaction may introduce biases such as social desirability and subjective interpretation **(Podsakoff et al., 2003).** Lastly, the study primarily adopts a quantitative approach, which may not fully capture the depth of personal experiences and contextual factors influencing job satisfaction **(Bryman, 2016).**

9. Applicative Value of the Study

The findings of this study hold significant applicative value in enhancing workplace well-being by providing insights into how occupational stress and emotional intelligence influence job satisfaction among general degree college teachers in Purulia district. Educational policymakers and institutional administrators can utilize these insights to design stress management programs and emotional intelligence training to foster a more satisfying work environment **(Goleman, 1995).** Furthermore, the study can guide faculty development initiatives, ensuring that teachers are better equipped to handle job-related stress while maintaining a positive work attitude **(Lazarus & Folkman, 1984).** Ultimately, these applications can contribute to improved teaching effectiveness and overall institutional performance **(Maslach & Leiter, 1997).**

10. Recommendations for Future Study

Future research on the effect of occupational stress and emotional intelligence on job satisfaction among general degree college teachers in the Purulia District should explore longitudinal studies to assess causal relationships over time **(Lazarus & Folkman, 1984).** Additionally, incorporating qualitative methods, such as in-depth interviews, could provide deeper insights into teachers' subjective experiences of stress and satisfaction **(Goleman, 1995).** Expanding the study to include private college teachers or comparing rural and urban institutions may yield a broader understanding of contextual influences **(Cooper & Cartwright, 1997).** Furthermore, investigating the role of organisational interventions in enhancing emotional intelligence to mitigate stress and improve job satisfaction could have significant policy implications **(Bar-On, 2006).**

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